Behind the Mask Preposition Poem - Ruth Hellar

**STUDENT OBJECTIVES**

Students will:

* identify prepositions in a text and discuss their role in writing, based upon a shared reading experience.
* apply their understanding of prepositions to a poetry writing experience.
* publish their work using a combination of image and text.

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**Session One**

1. Read *Behind the Mask* by Ruth Heller to the class, allowing for student participation. Encourage students to play with the language of the text as you share the picture book.
2. When you finish reading the book, ask students to share what they noticed about the book. Answers will vary from bright colorful illustrations to variations in font. Note their answers on the board or chart paper for reference as you discuss the text.
3. Once students have identified such features as the use of very descriptive words or the variety in text font, shift to questions about how prepositions work in the text.
4. Encourage students to identify the words in the text that are prepositions and how prepositions work.
5. Pass out copies of the [Prepositions](http://www.readwritethink.org/files/resources/lesson-docs/PrepositionsHandout.pdf) handout to help students identify the prepositions in the picture book.
6. Take notes on their observations for reference in later sessions.

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**Session Two**

1. Review the information on prepositions from the previous session.
2. Share a poem from the [Preposition Poems](http://mabryonline.org/blogs/hartnett/flipcharts/Prepositional%20Poems.pdf) Website with the class.
3. After reading a sample, ask students to identify the prepositions in the poem and to discuss how the part of speech is working. Students can refer to the [Prepositions Handout](http://www.readwritethink.org/files/resources/lesson-docs/PrepositionsHandout.pdf) from the previous session as they review the sample poems.
4. Pass out copies of the [Prepositional Poem Checklist](http://www.readwritethink.org/lesson_images/lesson34/Checklist.pdf), and use the questions to analyze the sample poems.
5. Repeat the process with additional example poems until you are satisfied that students understand how to identify and use the part of speech in grammatically correct ways.
6. Invite students to create their own preposition poem, using their writers notebook or the [Word Mover](http://www.readwritethink.org/materials/word_mover/words.01.html). Depending upon experience level of students and needed accommodations, students can work in partners or independently.
7. Allow enough time for students to complete their poems in one sitting since users cannot save in this interactive.
8. Demonstrate how to create new preposition magnets that suit the needs of their poems.
9. As students work, ask them to compare their drafts to the questions on the [Prepositional Poem Checklist](http://www.readwritethink.org/lesson_images/lesson34/Checklist.pdf) and make adjustments as appropriate.
10. Make sure students have a printed or handwritten copy of their poem for use in the next session.

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**Session Three**

1. Explain that the class will return to the poems written in the previous session and publish them in a style based on *Behind the Mask*.
2. Briefly review a few key images and sections of text from the book.
3. Ask students to think about how they can make all or part of their poem come to life in a similar fashion. Encourage students to share and discuss their ideas.
4. Introduce the ReadWriteThink interactive [Multigenre Mapper](http://www.readwritethink.org/materials/multigenre-mapper/).
5. Demonstrate how to include details in the different portions of the tool:
   * Write the title of the poem in Blank A.
   * Write the student’s name in Blank B.
   * Write the text of the poem in Blank C.
   * Illustrate the poem in the drawing box.
6. Remind students that their illustrations should show what one or more preposition(s) in their poem is/are doing.
7. Suggest that students use the [Prepositional Poem Checklist](http://www.readwritethink.org/lesson_images/lesson34/Checklist.pdf) to evaluate their poems before printing the final copies.
8. Have students print their poems and display them in the classroom, hallway, or lobby display case.

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**STUDENT ASSESSMENT/REFLECTIONS**

* As students work on their poems, watch for indications that they understand the grammatical form and function of prepositions. Note how students work together, rely on their own knowledge, and consult to reference information in the classroom.
* Respond to students’ poems using the [Prepositional Poem Checklist](http://www.readwritethink.org/lesson_images/lesson34/Checklist.pdf) as a guide.